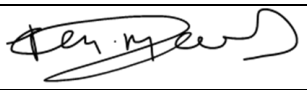
HAPPY HILLERS BEHAVIOUR POLICY

Coney Hill Community Primary School

Governor Committee Responsible:	Full Governing Body	**Staff Lead(s):**	Danielle Brayshaw
Status ***(Statutory / Advisory)***	Statutory	**Review Cycle**	Annual
Last Review	March 2026	**Next Review Date**	March 2027
Headteacher	Dani Brayshaw head@coneyhill.gloucs.sch.uk		
Chair of Governors	Ceri Davies chair@coneyhill.gloucs.sch.uk		

Our EYFS setting believes that young children flourish best when their Personal, Social and Emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Young children develop in individual ways and at varying rates; every child is a unique individual with their own characteristics and temperament. Learning self-regulation and socially appropriate behaviour is a development process and by modeling positive behavior and managing challenging behaviour we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone at Happy Hillers.

At 'Happy Hillers Preschool' we promote the development of a sense of right and wrong, by teaching children the appropriate way to act and discouraging unacceptable behavior. It is necessary to help children understand their own boundaries in certain situations, and explain why we do not accept certain behaviours. We seek to develop an ethos of mutual respect *for* and *by* all those involved in the life of our children and the community. Encouraging such an awareness of the mutual needs and rights of others is an integral part of the Preschool curriculum.

Aims of and commitment to promoting positive behaviour:

- To create an environment where positive behaviour and social responsibility is encouraged by reinforcement and praise; to raise the child's self-esteem and promotes self-discipline.
- Staff aim to be consistent and fair in their response to each child.
- To encourage a mutually supportive school community and to develop positive partnerships and communication among pupils, parents, carers, support staff and teachers.
- To inform parents and carers of our policy and approach and to encourage their co-operation and support.
- To create a positive and effective learning environment where each child may develop a caring attitude and value others.

Children need to learn to consider the views, feelings, rights and needs of others and the impact their behaviour has on people, places and objects. The practitioners in the EYFS setting support, encourage and teach the correct behaviour expectations and set an example in their own behaviour. Positive relationships are built and key learning behaviours encouraged and recognized, as well as supporting children to recognise them in their own behaviour and that of others. Their Personal, Social and Emotional development is planned for through circle time sessions, stories, Five to Thrive strategy and a calm learning environment. A quiet space is also offered for children who need time to regulate their behaviour and children are taught strategies to learn to do this.

Procedures for encouraging positive and acceptable behaviour within the preschool setting:

- Praise and acknowledge positive actions and attitudes.
- Express the child's feelings by naming them e.g. I can see that you are frustrated, you look lonely etc.
- Create an enabling environment that promotes curiosity and allows the child's interests to guide the curricula.
- Encourage each child to *verbalise* their feelings in a non-aggressive manner. As the adult, it is our role to help each child understand his/her emotions and also to help them acquire the reasoning skills needed to deal with different and sometimes difficult situations.

- Use circle times when children are given an opportunity to share ideas and suggestions or to discuss a 'problem' in an open environment.
- Help children to recognise that fighting, hurting, inappropriate use of language and other similar actions are not acceptable behaviour.
- Developmentally appropriate use of 'rules' which are essentially for the safety and well-being of the children.
- Speak in an appropriate and respectful way to each child, modelling positive communication strategies. We do not shout at children or belittle them, nor will we tolerate parents doing this on site.
- Tell children what they **can** do as opposed to what they can't.
- Use choices when possible. Which would you like to do first?
- Encourage co-operative experiences and collaboration where children are involved in turn taking and their contribution is valued as part of a group.
- Promote routines that will help children develop caring attitudes and respect for others, the environment and equipment eg snack times, circle time, tidying up and helping each other.
- Recognise the unique child – strategies may be put in place to support the child, such as a now and next.

Whilst it is important to respect the needs of the child it is also necessary to take into account the effect the behaviour is having on other children in the area and the safety of the children in the room.

Rights and Responsibilities

For learning to occur in a caring, positive, supportive and co-operative environment all parents, children and staff have a set of rights and responsibilities which must be recognised and understood.

Rights	Responsibilities
Pupils: • To be educated in a safe and well managed area. • To be treated fairly, consistently and with respect • To experience a broad, balanced and suitably differentiated curriculum and to have any special learning needs identified • To have the help of an adult when they require it • To have their views listened to	**Pupils:** • To respect the views, rights and property of others and behave safely in the preschool setting • To take responsibility for their behaviour and to develop the skill of working independently • To identify a better choice when they make a mistake and to learn from it • To ask for help if they do not understand or require assistance • To listen to the person who is meant to be speaking
Staff: • To be respected by children, staff and parents • To deliver the curriculum in a safe and adequately resourced environment • To be supported by parents in the	**Staff:** • To create a stimulating, happy learning environment • To listen to the children, value their contributions and respect their views • To develop a positive relationship

effective delivery of their child's education and care **Parents:** • To have a safe, well managed and stimulating environment for their child's learning/care • To experience a broad, balanced and appropriate curriculum for their child • To be informed about rules, rewards and consequences • To be informed promptly if their child is ill or has an accident • To be informed of progress in learning and achievements or any concerns staff may hold in relation to their child	with parents and carers • To ensure the curriculum is broad, balanced and suitably differentiated to meet the needs of the pupils • To share with parents any concerns they have about their child's progress and development **Parents:** • To act as a positive role model for their child in their relationship with nursery • To ensure that their child attends regularly and is suitable prepared for the day ahead • To be aware of the nursery rules, rewards and consequences and encourage their child to abide by the rules • To provide the preschool with relevant background information about their child, including any concerns they may have about them or any changes in the child's circumstances • To show an interest in their child's education/care and attend planned meetings • To support staff team in implementing the behaviour policy.

Classroom Management Plan

At 'Happy Hillers Preschool' we promote positive behaviour. Preschool children are cognitively, socially, emotionally and physically developing a sense of right and wrong in everything they do. Developmentally they are at a stage where they are extending their understanding of the concept of rules and consequences. The classroom management plan lays out the behaviour expectations for the children. This includes rules, rewards and consequences.

Our Preschool Rules:

The rules are the behaviours the staff desire to see in Preschool. They promote the safety of the children and the staff and help children develop a sense of responsibility for their actions and an understanding of the effect their actions may have.

The rules in Preschool are:-

1. We use walking feet inside.
2. We use kind hands, feet and words.
3. We do good listening.
4. We share and take turns.
5. We look after our toys.
6. We help each other.
7. We do our best and keep trying.

Rewards

The rewards promote good behavior and help children to see that good behavior is valued. Rewards encourage the children to take responsibility for their actions and promote self-esteem.
All children have a need for positive affirmation and most respond well to verbal praise and social approval. Praise and positive feedback will be the basis of the reward system.

1. Praise from the Preschool staff identifying the positive behaviour.
2. Stickers and wow vouchers.
3. Whole class reward system –bees in a beehive to earn a Friday treat.
4. Positive note home.

Consequences

There may be occasions when consequences may need to be applied for inappropriate behaviour. Staff will deal with behaviour in a calm and positive manner. In applying a consequence staff will acknowledge the child's feelings and focus on the behaviour rather than the child. The consequence selected will take account of the age and stage of development of the child and any other relevant factors.

- The range of corrective strategies to deal with appropriate behavior will include: tactical ignoring, eye contact, a gesture, visual aids or social stories.
- Reminding the child of the behaviour expectation e.g. Keep the sand in the sandpit, thank you.
- Verbal redirection e.g. I need you to play in another area, thank you.
- The adult may repeat the direction e.g. Remember, keep the sand in the sandpit, thank you.
- Offering choices.
- On some occasions there may be a related consequence e.g.cleaning up a mess. We discuss how we could make the situation better and gently introduce the concept of apologising.

Our consequences in Preschool are:

- Verbal warning - If a child misbehaves at an activity then they will be warned verbally not to repeat the unwanted behaviour and given the reasons as to why it is inappropriate.
- Redirection to a new activity - If they repeat the behaviour then they will be asked to leave the activity to an area of their own choice.
- Brought to the rules - If they continue to misbehave then they will be brought to our displayed rules and their behaviour will be further discussed.
- Reflection Time - If any further negative behaviour is observed then the child will have reflection

time which is a time to sit and think about their behaviour. The behaviour will be discussed and a restorative conversation will ensue.

- Contact with home - The final consequence means that Parents will be informed about the behaviour.
- For persistent extreme behaviours, eg biting other children, the child may be sent home for the rest of the session. This will be discussed with parents beforehand.

If a child hurts another child then a discussion will ensue as to why it happened, how it happened and how everyone feels. We will further discuss our school rules. Then the child(ren) will be asked to apologise.

Parents will be informed if their child is repeatedly displaying challenging behaviour or if an extreme incident happens.

Examples of behaviours which we consider extremely serious –

- Racist remarks
- Inappropriate touching
- Biting other people
- Unsafe behaviour e.g. climbing on furniture
- Threatening behaviours, including persistent swearing, spitting
- Persistently hurting others.

When classroom strategies have been ineffective in addressing the difficulty, procedures to meet the needs of the child will be followed. Consultation with parents will take place in this process and consent from the parents to consult with external agencies will be required.

In meeting the child's additional specialist interventions may be required e.g.

- Implementation of an individual education/behaviour plan e.g My Plan or PSP
- A reporting system (to allow staff and parents to monitor behavior and attitude)
- Support from external agencies e.g. Education and Library Board's Psychology Service or Behaviour support team or medical agencies.

Where these have been ineffective in serious or extreme cases:

- A shortened day may be more appropriate in order that the child's experience of school is a positive one.
- We may phone the parents/carers and request they collect their child.
- Suspension
- Expulsion